Every system is perfectly designed to get the results that it gets

SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

Agenda

- Overview of Significant Disproportionality
- Programmatic Improvement Process
- Key Findings
- Next Steps

Overview of Significant Disproportionality

- What is Sig Dis: Overrepresentation of children in special education and discipline based on race/ethnicity

- Areas we identified to be Sig Dis: Based on three years of disproportionality
  - 2020-Emotional Disturbance/African American Students & African American Students with suspensions of Greater than 10 days
  - 2021-Emotional Disturbance/African American Students & African American Students with suspensions of Greater than 10 days

- Systematic Programmatic Improvement Process: Four Phase Plan Development Using a Cultural Lense
  - Phase 1-Getting Started
  - Phase 2-Data and Root Cause Analysis
  - Phase 3-Plan for Improvement: Comprehensive Coordinated Early Intervening Services Plan (CCEIS) (27 month plan)
  - Phase 4-Implementing, Evaluating and Sustaining

- Public Padlet on SELPA Website
  - Website: https://www.scusd.edu/selpa-compliance
  - Padlet: https://padlet.com/jbargman/9fmy0mm8ezn15i4w

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SCUSD: Programmatic Improvement Process

- Our Steps
  - TA Facilitator: Jon Eyler, Collaborative Learning Solutions
    - Racial/Ethnic Disproportionality in Special Education Data Analysis Workbook (NYU): Self-Assessment Tool utilizing enrollment data

    - Initiatives Inventory: Self review of current initiatives to improve student learning

    - Systems of Support: Self review of current systems in place to support student learning

    - Community Connections: Collaboration with various District & community groups

    - Policies & procedures Review: Re-examine all policies and procedures through an equity and cultural lense to ensure alignment with the area(s) of disproportionality

SCUSD: Key Findings

- Key Findings from 2020:
  - Lack of comprehensive interventions equitably available across the District
  - Lack of consistent disciplinary practices

- Key Findings from 2021:

  - Overall identification rate of students with disabilities (16.1%) is higher than the state average (12%)

    - African American Students identified at the rate of 24.1%

    - American Indian Students identified at the rate of 26.1%

    - Children of color and students in poverty are overrepresented in Special Education

    - Students in 3rd grade are more likely to enter special education under the eligibility of Emotional Disturbance or Other Health Impairment

- Root Causes

  - **Lack of consistent academic, behavior and social-emotional interventions across the district contributes to disproportionate identification and discipline of students based on race/ethnicity**

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Next Steps

- Continue Stakeholder Team Meetings
  - Expand Team to include more voices
    - Special Education File Review
    - NCREST Surveys
    - Board Policies Review
    - Action Planning
- Potential Action Items
  - Systems of Support Analysis (District-wide) (align CCEIS with MTSS)
  - Update Board Policies & Administrative Regulations
  - Explore Restorative Disciplinary Practices
  - Professional e-learning modules
  - Site based coaching & support
  - Student-driven support

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THANK YOU